



Senate

General Assembly

File No. 481

February Session, 2018

Substitute Senate Bill No. 455

Senate, April 12, 2018

The Committee on Education reported through SEN. SLOSSBERG of the 14th Dist. and SEN. BOUCHER of the 26th Dist., Chairpersons of the Committee on the part of the Senate, that the substitute bill ought to pass.

AN ACT CONCERNING MINORITY TEACHER RECRUITMENT AND RETENTION.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. (NEW) (*Effective July 1, 2018*) On or before January 1, 2019,
2 the Department of Education, in consultation with the Minority
3 Teacher Recruitment Policy Oversight Council, shall (1) identify
4 relevant research and successful practices to enhance minority teacher
5 recruitment throughout the state, (2) identify and establish public,
6 private and philanthropic partnerships to increase minority teacher
7 recruitment, (3) utilize innovative methods to attract minority
8 candidates to the teaching profession, particularly in subject areas in
9 which a teacher shortage exists, as determined by the Commissioner of
10 Education pursuant to section 10-8b of the general statutes, (4)
11 modernize the process for educators to obtain professional certification
12 by eliminating obstacles to certification to increase competitiveness
13 with other states, (5) identify and utilize high quality, affordable and
14 bias-free educator assessments, (6) adopt cut scores for educator

15 assessments, that do not exceed the multi-state cut scores, to increase
16 competitiveness with surrounding states, (7) support new and existing
17 educator preparation programs that commit to enrolling greater
18 numbers of minority teacher candidates in a manner that supports
19 interstate reciprocity, and (8) advise and support local and regional
20 boards of education to prioritize minority teacher recruitment and
21 develop innovative strategies to attract and retain minority teachers
22 within their districts. For purposes of this section, "minority" has the
23 same meaning as provided in section 10-156bb of the general statutes.

24 Sec. 2. Subsection (a) of section 10-145d of the 2018 supplement to
25 the general statutes is repealed and the following is substituted in lieu
26 thereof (*Effective July 1, 2018*):

27 (a) The State Board of Education shall, pursuant to chapter 54, adopt
28 such regulations as may be necessary to carry out the provisions of
29 sections 10-144o, as amended by this act, 10-145a to 10-145d, inclusive,
30 as amended by this act, 10-145f, as amended by this act, and 10-146b.
31 Such regulations shall provide for (1) the establishment of an appeal
32 panel to review any decision to deny the issuance of a certificate
33 authorized under section 10-145b, as amended by this act; (2) the
34 establishment of requirements for subject area endorsements, provided
35 no subject area endorsement, including vocational endorsements, shall
36 require more than five years of occupational, trade or work experience;
37 (3) the extension of the time to complete requirements for certificates
38 under section 10-145b, as amended by this act; (4) the establishment of
39 requirements for administrator and supervisor certificates; (5) the
40 composition of, and the procedures to be utilized by, the assessment
41 teams in implementing the beginning educator program; (6)
42 procedures and criteria for issuing certificates to persons whose
43 certificates have lapsed or persons with non-public-school or out-of-
44 state teaching experience; (7) the criteria for defining a major course of
45 study; (8) a requirement that on and after July 1, 1993, in order to be
46 eligible to obtain an initial educator certificate with an elementary
47 endorsement, each person be required to (A) complete a survey course
48 in United States history comprised of not fewer than three semester

49 hours, or (B) achieve a satisfactory evaluation on the appropriate State
50 Board of Education approved subject area assessment; and (9) a
51 requirement that on and after July 1, 2004, in order to be eligible to
52 obtain an initial educator certificate with an early childhood nursery
53 through grade three or an elementary endorsement, each person be
54 required to complete a comprehensive reading instruction course
55 comprised of not less than six semester hours. Such regulations may
56 provide for exceptions to accommodate specific certification
57 endorsement areas.

58 Sec. 3. Section 10-145q of the general statutes is repealed and the
59 following is substituted in lieu thereof (*Effective July 1, 2018*):

60 (a) Subject to the provisions of subdivision (5) of subsection (b) of
61 section 10-66dd, the State Board of Education, upon the request of the
62 state charter school governing council, may issue a charter school
63 educator permit to a person who is employed by a charter school as a
64 teacher or administrator and who does not hold [the] an initial
65 educator, provisional educator or professional educator certificate if
66 such person (1) achieves satisfactory scores on the state reading,
67 writing and mathematics competency examination prescribed by and
68 administered under the direction of the State Board of Education, or
69 qualifies for a waiver of such test based on criteria approved by the
70 State Board of Education, (2) achieves a satisfactory evaluation on the
71 appropriate State Board of Education approved subject area
72 assessment, and (3) demonstrates evidence of effectiveness. Such
73 permit shall authorize a person to serve as an administrator or teacher
74 in the charter school employing such person. Each such charter school
75 educator permit may be renewed by the Commissioner of Education
76 for good cause upon the request of the state charter school governing
77 council employing such person at the time the charter for the school is
78 renewed.

79 (b) The State Board of Education shall issue a provisional educator
80 certificate to any person who has completed at least three years of
81 successful teaching while holding a charter school educator permit and

82 who demonstrates (1) a commitment to continued education and
83 professional development, and (2) effectiveness for three consecutive
84 school years while holding the charter school educator permit.

85 Sec. 4. Subdivision (5) of section 10-144o of the 2018 supplement to
86 the general statutes is repealed and the following is substituted in lieu
87 thereof (*Effective July 1, 2018*):

88 (5) "Provisional educator certificate" means a license to teach, issued
89 on or after July 1, 1989, to a person who has (A) [has] successfully
90 completed a beginning educator program, if there is such a program
91 for such person's certification endorsement area, and not less than one
92 school year of successful teaching in a public school, (B) [has]
93 completed at least three years of successful teaching in a public or
94 nonpublic school approved by the State Board of Education or
95 appropriate governing body in another state within ten years prior to
96 application for such provisional educator certificate, [or] (C) [has]
97 successfully taught with a provisional teaching certificate for the year
98 immediately preceding application for such provisional educator
99 certificate as an employee of a local or regional board of education or
100 facility approved for special education by the State Board of Education,
101 or (D) completed at least three years of successful teaching while
102 holding a charter school educator permit and otherwise satisfies the
103 requirements of section 10-145q, as amended by this act;

104 Sec. 5. (NEW) (*Effective from passage*) Not later than January 1, 2019,
105 the Department of Education shall develop a definition of educator
106 effectiveness that includes (1) a focus on an educator's demonstrated
107 record of improving student achievement, summative ratings of
108 proficient or exemplary on performance evaluations conducted
109 pursuant to section 10-151b of the general statutes, and (2) methods by
110 which an educator can demonstrate evidence of effectiveness. In
111 developing the definition of educator effectiveness, the department
112 shall solicit input from the Performance Evaluation Advisory Council
113 established pursuant to section 10-151d of the general statutes,
114 superintendents, community leaders, industry leaders, parents and

115 representatives from interdistrict magnet school programs and charter
116 schools. The department shall make the definition of educator
117 effectiveness available to local and regional boards of education and
118 publish such definition on its Internet web site.

119 Sec. 6. Subsection (a) of section 10-145b of the 2018 supplement to
120 the general statutes is repealed and the following is substituted in lieu
121 thereof (*Effective July 1, 2018*):

122 (a) The State Board of Education, upon receipt of a proper
123 application, shall issue an initial educator certificate to any person who
124 (1) holds a bachelor's degree from an institution of higher education
125 accredited by the Board of Regents for Higher Education or Office of
126 Higher Education or is regionally accredited, and (2) has completed
127 (A) an educator preparation program approved by the State Board of
128 Education or the appropriate governing body in the state in which the
129 institution of higher education is located, or (B) an alternate route to
130 certification program approved by the State Board of Education or the
131 appropriate governing body in the state in which such alternate route
132 to certification program is located, and satisfies the requirements for a
133 temporary ninety-day certificate, pursuant to subsection (c) of this
134 section, or a resident teacher certificate, pursuant to section 10-145m.
135 In addition, on and after July 1, [1993] 2018, each applicant shall have
136 completed a subject area major as defined by the State Board of
137 Education, except (i) as provided in section 10-145l, or (ii) where an
138 applicant achieves a satisfactory score on a relevant examination or has
139 completed advanced coursework in a relevant subject area. Each such
140 initial educator certificate shall be valid for three years, except as
141 provided in subsection (c) of this section, and may be extended by the
142 Commissioner of Education for an additional year for good cause upon
143 the request of the superintendent in whose school district such person
144 is employed or upon the request of the assessment team reviewing
145 such person's performance.

146 Sec. 7. Subsections (a) and (b) of section 10-156aa of the 2018
147 supplement to the general statutes are repealed and the following is

148 substituted in lieu thereof (*Effective July 1, 2018*):

149 (a) There is established a task force to study and develop strategies
150 to increase and improve the recruitment, preparation and retention of
151 minority teachers, as defined in section 10-155l, in public schools in the
152 state. Such study shall include, but need not be limited to, (1) an
153 analysis of the causes of minority teacher shortages in the state, (2) an
154 examination of current state-wide and school district demographics,
155 and (3) a review of best practices.

156 (b) The task force shall consist of the following members:

157 (1) One appointed by the speaker of the House of Representatives;

158 (2) One appointed by the president pro tempore of the Senate;

159 (3) One appointed by the majority leader of the House of
160 Representatives, who [shall be] is a member of the Black and Puerto
161 Rican Caucus of the General Assembly;

162 (4) One appointed by the majority leader of the Senate;

163 (5) One appointed by the minority leader of the House of
164 Representatives;

165 (6) One appointed by the minority leader of the Senate;

166 (7) The Commissioner of Education, or the commissioner's designee;

167 (8) The president of the Connecticut State Colleges and Universities,
168 or the president's designee;

169 (9) The executive director of the Commission on Women, Children
170 and Seniors, or the executive director's designee; and

171 (10) [The] Three appointed by the executive director of the
172 Commission on Equity and Opportunity, [or the executive director's
173 designee] one of whom has expertise in African American affairs, one
174 of whom has expertise in Latino and Puerto Rican affairs, and one of

175 whom has expertise in Asian Pacific American affairs.

176 Sec. 8. Subsection (c) of section 10-4 of the 2018 supplement to the
177 general statutes is repealed and the following is substituted in lieu
178 thereof (*Effective July 1, 2018*):

179 (c) Said board shall prepare every five years a five-year
180 comprehensive plan for elementary, secondary, vocational, career and
181 adult education. [Said] Such comprehensive plan shall include, but
182 need not be limited to, (1) a policy statement of the State Board of
183 Education's long-term goals and short-term objectives, including, for
184 any comprehensive plan prepared on or after July 1, 2018, a policy
185 statement that the demographics of educators in the public schools
186 should reflect the racial and ethnic diversity of the total population of
187 the state, (2) an analysis of cost implications and measurement criteria
188 and how said board's programs and operations relate to such goals
189 and objectives, and (3) specific action plans, target dates and strategies
190 and methods of implementation for achieving such goals and
191 objectives. The State Board of Education shall establish, every five
192 years, an advisory committee to assist the board in the preparation of
193 the comprehensive plan. Members of the advisory committee shall be
194 appointed by the State Board of Education with representation on the
195 committee to include, but not be limited to, representatives of the
196 Connecticut Advisory Council on Vocational and Career Education,
197 education organizations, parent organizations, student organizations,
198 business and industry, organized labor and appropriate state agencies.
199 Notwithstanding any requirement for submission of a plan for the
200 fiscal year ending June 30, 1984, pursuant to section 10-96a of the
201 general statutes, revision of 1958, revised to January 1, 1983, the State
202 Board of Education shall not be required to submit the master plan for
203 vocational and career education but shall submit, pursuant to
204 subsection (b) of this section, the comprehensive plan for elementary
205 and secondary, vocational, career and adult education to the Governor
206 and the joint standing committee of the General Assembly having
207 cognizance of matters relating to education on or before September 1,
208 1996, and every five years thereafter provided, the master plan

209 currently in effect shall remain in effect until the comprehensive plan is
210 submitted. The State Board of Education shall be responsible for
211 annually updating the progress in implementing the goals and
212 objectives of the comprehensive plan and shall report on such progress
213 to the Governor and to said standing committee annually. The State
214 Board of Education shall provide opportunity for public comment
215 prior to its adoption of a plan.

216 Sec. 9. (*Effective from passage*) (a) There is established a task force to
217 review the feasibility of establishing and implementing an
218 individualized, accelerated program of study for school
219 paraprofessionals that recognizes the classroom experience of school
220 paraprofessionals and provides high quality education for the
221 transition from school paraprofessional to certified teacher. The task
222 force shall examine the financial implications and structural changes
223 associated with establishing and implementing such program of study.

224 (b) The task force shall consist of the following members:

225 (1) The Commissioner of Education, or the commissioner's designee;

226 (2) The president of the Connecticut State Colleges and Universities,
227 or the president's designee;

228 (3) The executive director of the Commission on Equity and
229 Opportunity, or the executive director's designee;

230 (4) A representative from the School Paraprofessional Advisory
231 Council, established pursuant to section 10-155k of the general
232 statutes, designated by the council;

233 (5) A school paraprofessional from each state-wide bargaining
234 representative organization that represents school paraprofessionals
235 with instructional responsibilities, designated by such organization;

236 (6) A representative from the Connecticut Education Association,
237 designated by the association;

238 (7) A representative from the American Federation of Teachers-
239 Connecticut, designated by the federation; and

240 (8) A representative from the National Association for the
241 Advancement of Colored People, designated by the association.

242 (c) All appointments to the task force shall be made not later than
243 thirty days after the effective date of this section. Any vacancy shall be
244 filled by the designating authority.

245 (d) The chairperson of the task force shall be elected from among the
246 members of the task force. The Commissioner of Education shall
247 schedule the first meeting of the task force, which shall be held not
248 later than sixty days after the effective date of this section.

249 (e) Not later than January 1, 2019, the task force shall submit such
250 study and any recommendations to the joint standing committees of
251 the General Assembly having cognizance of matters relating to
252 education and higher education, in accordance with the provisions of
253 section 11-4a of the general statutes. The task force shall terminate on
254 the date that it submits such report or January 1, 2019, whichever is
255 later.

256 Sec. 10. Subsection (b) of section 10-145f of the 2018 supplement to
257 the general statutes is repealed and the following is substituted in lieu
258 thereof (*Effective July 1, 2018*):

259 (b) (1) Any person who does not hold a valid certificate pursuant to
260 section 10-145b, as amended by this act, shall achieve a satisfactory
261 evaluation on the appropriate State Board of Education approved
262 subject area assessment in order to be eligible for a certificate pursuant
263 to said section unless such assessment has not been approved by the
264 State Board of Education at the time of application, in which case the
265 applicant shall not be denied a certificate solely because of the lack of
266 an evaluation on such assessment.

267 (2) Any person applying for an additional certification endorsement
268 shall achieve a satisfactory evaluation on the appropriate State Board

269 of Education approved subject area assessment in order to be eligible
270 for such additional endorsement, unless such assessment has not been
271 approved by the State Board of Education at the time of application, in
272 which case the applicant shall not be denied the additional
273 endorsement solely because of the lack of an evaluation on such
274 assessment.

275 (3) On and after July 1, 1992, any teacher who held a valid teaching
276 certificate but whose certificate lapsed and who had completed all
277 requirements for the issuance of a new certificate pursuant to section
278 10-145b, as amended by this act, except for filing an application for
279 such certificate, prior to the date on which the lapse occurred, may file,
280 within one year of the date on which the lapse occurred, an application
281 with the Commissioner of Education for the issuance of such
282 certificate. Upon the filing of such an application, the commissioner
283 may grant such certificate and such certificate shall be retroactive to
284 the date on which the lapse occurred, provided the commissioner finds
285 that the lapse of the certificate occurred as a result of a hardship or
286 extenuating circumstances beyond the control of the applicant. If such
287 teacher has attained tenure and is reemployed by the same board of
288 education in any equivalent unfilled position for which the person is
289 qualified as a result of the issuance of a certificate pursuant to this
290 subdivision, the lapse period shall not constitute a break in
291 employment for such person reemployed and shall be used for the
292 purpose of calculating continuous employment pursuant to section 10-
293 151. If such teacher has not attained tenure, the time unemployed due
294 to the lapse of a certificate shall not be counted toward tenure, except
295 that if such teacher is reemployed by the same board of education as a
296 result of the issuance of a certificate pursuant to this subdivision, such
297 teacher may count the previous continuous employment immediately
298 prior to the lapse towards tenure. Using information provided by the
299 Teachers' Retirement Board, the Department of Education shall
300 annually notify each local or regional board of education of the name
301 of each teacher employed by such board of education whose
302 provisional certificate will expire during the period of twelve months
303 following such notice. Upon receipt of such notice the superintendent

304 of each local and regional board of education shall notify each such
 305 teacher in writing, at such teacher's last-known address, that the
 306 teacher's provisional certificate will expire.

307 (4) Notwithstanding the provisions of this subsection to the
 308 contrary, to be eligible for a certificate to teach subjects for which a
 309 bachelor's degree is not required, any applicant who is otherwise
 310 eligible for certification in such endorsement areas shall be entitled to a
 311 certificate without having met the requirements of the competency
 312 examination and subject area assessment pursuant to this subsection
 313 for a period not to exceed two years, except that for a certificate to
 314 teach skilled trades or trade-related or occupational subjects, the
 315 commissioner may waive the requirement that the applicant take the
 316 competency examination. The commissioner may, upon the showing
 317 of good cause, extend the certificate.

318 (5) On and after July 1, 2011, any person applying for a certification
 319 in the endorsement area of elementary education shall achieve a
 320 satisfactory evaluation on the appropriate State Board of Education
 321 approved mathematics assessment in order to be eligible for such
 322 elementary education endorsement.

323 (6) On and after July 1, 2018, any person who holds an initial,
 324 provisional or professional educator certificate and achieves a
 325 satisfactory evaluation on the appropriate State Board of Education
 326 approved subject area assessment shall be issued a cross endorsement
 327 in the relevant certification endorsement area corresponding to a
 328 teacher shortage area, as determined by the Commissioner of
 329 Education pursuant to section 10-8b.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2018</i>	New section
Sec. 2	<i>July 1, 2018</i>	10-145d(a)
Sec. 3	<i>July 1, 2018</i>	10-145q
Sec. 4	<i>July 1, 2018</i>	10-144o(5)
Sec. 5	<i>from passage</i>	New section

Sec. 6	<i>July 1, 2018</i>	10-145b(a)
Sec. 7	<i>July 1, 2018</i>	10-156aa(a) and (b)
Sec. 8	<i>July 1, 2018</i>	10-4(c)
Sec. 9	<i>from passage</i>	New section
Sec. 10	<i>July 1, 2018</i>	10-145f(b)

Statement of Legislative Commissioners:

In Section 6(a), "1993" was changed to "[1993] 2018" for accuracy and in Section 7(b)(10) "Asian and Pacific Islander" was changed to "Asian Pacific American" for statutory consistency.

ED *Joint Favorable Subst.*

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

OFA Fiscal Note***State Impact:*** None***Municipal Impact:*** None***Explanation***

The bill makes a number of procedural changes involving teacher certification laws, which do not result in a fiscal impact. The bill also includes several additional requirements for the State Department of Education (SDE) involving minority teacher recruitment and teacher certification, which do not result in a fiscal impact as SDE has the expertise necessary to implement the requirements. Lastly, the bill expands the Minority Teacher Recruitment Task Force and establishes a new task force for school paraprofessionals to become teachers. This does not result in a fiscal impact as PA 17-236 prohibits transportation allowances for task force members.

The Out Years***State Impact:*** None***Municipal Impact:*** None

OLR Bill Analysis**sSB 455*****AN ACT CONCERNING MINORITY TEACHER RECRUITMENT AND RETENTION.*****SUMMARY**

This bill makes a number of changes in the teacher certification laws to make it easier, in certain areas, to obtain certification or cross endorsement.

It also:

1. requires the State Department of Education (SDE) to identify and utilize or support a number of practices and programs to boost minority teacher recruitment;
2. requires SDE to develop a definition of educator effectiveness;
3. authorizes the Commission on Equity and Opportunity executive director to appoint three members of the Minority Teacher Recruitment Task Force, instead of the executive director, or her appointee, serving on the task force;
4. requires the State Board of Education's (SBE) five-year education plan to include a statement that the state's teacher workforce should reflect the racial and ethnic diversity of the state; and
5. creates a task force to study the feasibility of establishing and implementing an individualized program for school paraprofessionals to become certified teachers.

EFFECTIVE DATE: July 1, 2018, except the provisions regarding a definition of educator effectiveness and the paraprofessionals task

force are effective upon passage.

§§ 2-4, 6, & 10 — TEACHER CERTIFICATION

The bill makes a number of changes in teacher certification laws regarding required vocational experience, charter schools, initial certifications, and cross endorsements for those already holding a certification. It requires SBE to adopt regulations to carry out the changes.

Vocational Endorsement (§ 2)

Existing law requires SBE to adopt regulations to establish the requirements for subject area endorsements. Subject endorsements specify what areas, and at what grade level, a certified teacher can teach (e.g., high school math). The bill limits these regulations to requiring a maximum of five years of occupational, trade, or work experience necessary for vocational or other endorsements. Current regulations require at least eight years of field experience for occupational subjects in technical high schools (Conn. Agencies Reg. § 10-145d-511).

Charter School Educator Permit and Provisional Certificates (§§ 3 & 4)

By law, the three levels of teacher certification are initial, provisional, and professional, with professional being the highest level. Existing law also allows SBE to issue a charter school educator permit to a person employed as a teacher or administrator at a charter school if the person meets certain standards, including achieving a satisfactory score on the appropriate SBE-approved subject area test.

The bill requires SBE to issue a provisional educator certificate to any person who completed at least three years of successful teaching while holding a charter school educator permit and demonstrates (1) a commitment to continued education and professional development and (2) evidence of effectiveness for three consecutive school years while holding the charter school educator permit. The bill also makes conforming changes to the definition of “provisional educator

certificate.”

Initial Educator Certifications (§ 6)

Current law requires SBE to issue an initial educator certificate to any person who (1) holds a bachelor’s degree from an accredited institution of higher education and (2) has completed (a) an approved educator preparation program or (b) an approved alternate route to certification (ARC) program and satisfies the requirements for one of Connecticut’s temporary certificates (either 90-day or resident certificate). The applicant also must complete an SBE-defined subject area major or qualify for the subject area major waiver. The bill provides another option by allowing a satisfactory score on a relevant examination or completion of advanced coursework in a relevant subject area instead of completing a subject area major.

Cross Endorsements (§ 10)

The bill requires any person who holds an initial, provisional, or professional educator certificate and achieves a satisfactory evaluation on the appropriate SBE-approved subject area assessment to be issued a cross endorsement in the relevant certification endorsement area corresponding to a teacher shortage area. By law, each year the commissioner must issue a list designating the subject shortage areas for certified teachers (CGS § 10-8b).

§ 1 — RESEARCH, PRACTICES, AND RELATED STEPS

The bill requires SDE, on or before January 1, 2019, in consultation with the Minority Teacher Recruitment Policy Oversight Council, to:

1. identify relevant research and successful practices to enhance minority teacher recruitment throughout the state;
2. identify and establish public, private, and philanthropic partnerships to increase minority teacher recruitment;
3. utilize innovative methods to attract minority candidates to the teaching profession, particularly in subject areas with teacher shortages, as determined by the education commissioner by

law;

4. modernize the process for educators to obtain professional certification by eliminating obstacles to certification to increase competitiveness with other states;
5. identify and utilize high quality, affordable, and bias-free educator tests for certification;
6. adopt passing scores for educator certification tests, that do not exceed the multi-state passing scores, to increase competitiveness with surrounding states;
7. support new and existing educator preparation programs that commit to enrolling greater numbers of minority teacher candidates in a manner that supports interstate reciprocity; and
8. advise and support local and regional boards of education to prioritize minority teacher recruitment and develop innovative strategies to attract and retain minority teachers within their districts.

For purposes of this section, “minority” means individuals whose race is other than white, or whose ethnicity is Hispanic or Latino as used by the U.S. Census Bureau.

§ 5 — EDUCATOR EFFECTIVENESS DEFINITION

The bill requires SDE to develop, by January 1, 2019, a definition of educator effectiveness that includes:

1. a focus on an educator's demonstrated record of improving student achievement and summative ratings of proficient or exemplary on performance evaluations; and
2. methods by which an educator can demonstrate evidence of effectiveness.

By law, the teacher evaluation system uses four levels: (1)

exemplary, (2) proficient, (3) developing, and (4) below standard (CGS § 10-151b(c)).

Under the bill, in developing the definition SDE must solicit input from the Performance Evaluation Advisory Council (which the law required to craft teacher evaluation guidelines that SBE then adopted), superintendents, community leaders, industry leaders, parents, and representatives from interdistrict magnet school programs and charter schools. The department must make the definition of educator effectiveness available to boards of education and publish it on its website.

§ 7 — MINORITY TEACHER RECRUITMENT TASK FORCE

Under current law the Commission on Equity and Opportunity executive director, or her designee, is a member of the Minority Teacher Recruitment Task Force. The bill increases the task force's membership from 10 to 12 by allowing the executive director to appoint three members, one each with expertise in African American affairs, in Latino and Puerto Rican affairs, and in Asian Pacific American affairs.

§ 8 — SBE'S FIVE-YEAR EDUCATION PLAN

Current law requires that SBE craft and adopt a five-year comprehensive plan for elementary, secondary, vocational, career and adult education that addresses certain issues. Under the bill, any plan adopted after July 1, 2018 must include a policy statement that the demographics of public school educators should reflect the racial and ethnic diversity of the state's total population. The current five-year plan expires in 2021.

§ 9 — PARAPROFESSIONAL TASK FORCE

The bill establishes a task force to review the feasibility of establishing and implementing an individualized, accelerated program for school paraprofessionals that recognizes their classroom experience and provides high quality education for transitioning from school paraprofessional to certified teacher. It must examine the financial

implications and structural changes related to establishing and implementing the program.

Under the bill, the following are members of the task force or may designate a representative:

1. education commissioner,
2. Connecticut State Colleges and Universities president, and
3. Commission on Equity and Opportunity executive director.

It also requires a representative from each of the following organizations, with the representative designated by the organization:

1. School Paraprofessional Advisory Council,
2. a school paraprofessional from each state-wide union that represents paraprofessionals with instructional responsibilities,
3. Connecticut Education Association,
4. American Federation of Teachers-Connecticut, and
5. National Association for the Advancement of Colored People.

Under the bill, all appointments must be made within 30 days after the bill is enacted. Any vacancy will be filled by the designating authority.

The task force chairperson is elected from among the members and the education commissioner must schedule the first meeting, which must be within 60 days after the bill is enacted. The bill requires the task force to submit the study and any recommendations, by January 1, 2019, to the Education and Higher Education and Employment Advancement committees. The task force terminates on the date it submits the report or January 1, 2019, whichever is later.

BACKGROUND

Minority Teacher Recruitment Policy Oversight Council

The council is part of SDE and includes parties from outside the department including members of the Minority Teacher Recruitment Task Force and representatives from higher education institutions and educator unions (CGS § 10-156bb).

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 35 Nay 0 (03/23/2018)